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ABSTRACT

While the nation's public school population is growing in racial/ethnic, cultural, and linguistic diversity, the teaching force is not. This shortage of minority teachers results from declining or static minority college enrollment, inadequate precollegiate academic preparation, certification barriers to the profession, and dwindling interest of minority college students in teaching. Section 1, "Who Will Teach?" discusses the value of diversity and who gets the best teachers. Section 2, "What is Being Done About Teacher Quality and Diversity in the South?" presents a retrospective of the Southern Education Foundation's response to the problem. Section 3, "How Can Universities and School Districts Collaborate to Grow Teachers?" presents the southern expansion of the Pathways to Teaching Careers Program, which recruits and trains minority teachers. Section 4, "What Does a Value-Added Teacher Preparation Program Look Like?" describes the Pathways model in the southern expansion. Section 5, "How Has the Pathways Program Impacted the Teacher Pipeline in the South?" presents lessons learned and policy recommendations. Section 6, "What is the Connection between the Minority Teacher Pipeline and Diversity in the School Leadership Pipeline?" concludes that minority teacher pipeline programs are an important testament to the power of removing obstacles that limit human potential. (Contains 44 references.) (SM)

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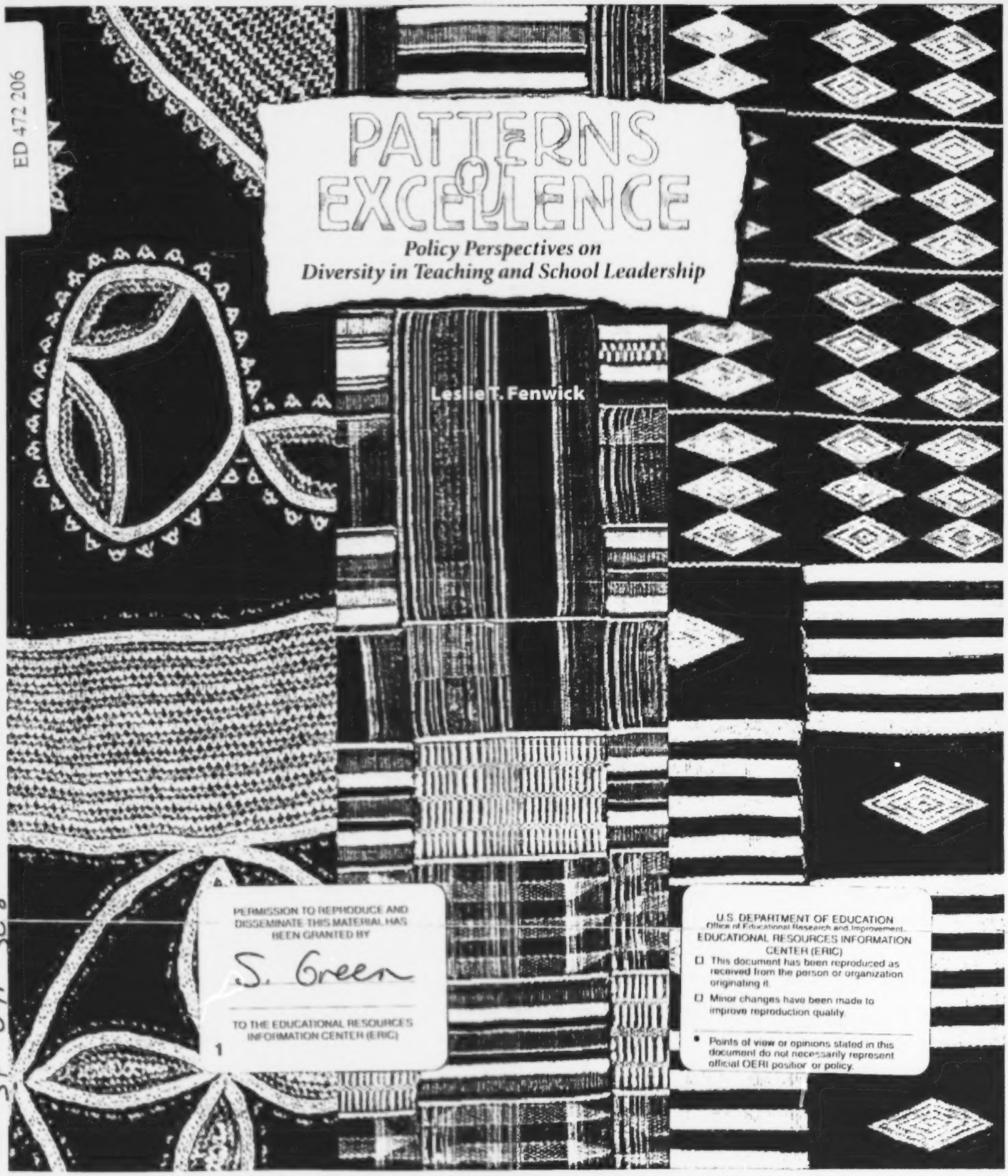

PATTERNS of EXCELLENCE

Policy Perspectives on Diversity in Teaching and School Leadership

Leslie T. Fenwick

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This monograph has a companion document, *Patterns of Excellence: Promoting Quality in Teaching through Diversity.* It contains detailed program narratives and research articles about SEF's teacher pipeline projects. We thank Nathaniel Jackson, a former program officer at SEF, who led these diverse and expansive initiatives, coordinated the publication of *Patterns of Excellence*, and provided substantive feedback on earlier drafts of this monograph.

Finally, the efforts described in this publication were possible only because numerous colleges, universities and school districts agreed to the gritty work of collaboration. Their efforts produced thousands of high-performing and committed teachers for hard-to-staff schools throughout the South. This publication is dedicated to those teachers and their students.

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who will **teach?**

the Color of Teaching

Over the last two decades, substantial philanthropic, state, and federal initiatives have been aimed at alleviating a projected teacher shortage. Numerous reports emanating from concerned agencies have energized discussions about a looming crisis in the classroom. These reports, as well as newspaper headlines, cite recent data from the National Center for Education Statistics (NCES) predicting that by the year 2010, public schools will need to hire at least 2 million new teachers, and that the demand for teachers will exceed the supply—resulting in a shortage of thousands of teachers for the nation's schools.

According to national and statewide studies, a confluence of factors is affecting teacher supply and demand. Fewer college graduates are choosing teaching careers, and there are higher attrition rates for those who enter the profession. Rising K-12 student enrollment, a graying teaching force seeking retirement at the earliest eligible age, and state legislation requiring smaller classrooms exacerbate the problem. Further, these conditions have produced a shortage of teachers for high-demand subjects/fields (math, science, bilingual education, and special education) and hard-to-staff urban and rural schools.

In addition to increasing the quality and quantity of those in the teacher pipeline, recent attention has focused on cultivating a more diverse teaching force. The rationale supporting such diversity is buttressed by (but not wholly dependent upon) the reality of an increasingly diverse public school student population. Nearly 40 percent of the nation's public school students are categorized as members of minority groups, primarily African American and Hispanic. In many K-12 schools, 90 percent or more of the students are children of color and/or speak a first language other than English, usually Spanish. Demographers predict that these percentages will continue to increase.

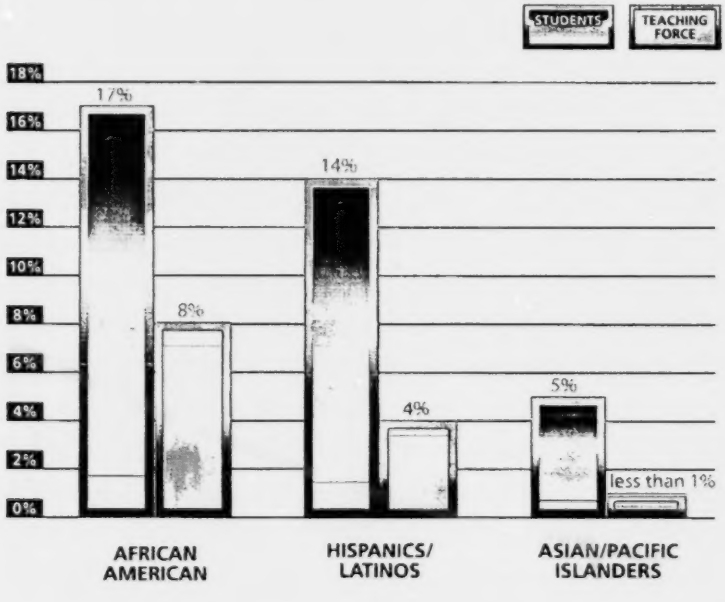
While the nation's public school population is growing in its racial/ethnic, cultural, and linguistic diversity, the teaching force is not. Minority teachers comprise only about 13 percent of the nation's teaching force, and this pool is shrinking (NCES, 2000). The shortage of minority teachers has been well documented. It results from declining or static minority college enrollment, inadequate precollegiate academic preparation, and certification barriers to the profession. These conditions are com-

pounded by the dwindling interest of minority college students in teaching as a profession (Gordon, 2000).

A closer look at the teaching force reveals that the median age of the nation's teachers is 41, and that minority teachers—those with full-time teaching experience—are concentrated in the upper age bracket. Among minority teachers, nearly half (46.3%) have ten to twenty years of experience, while almost a third (28.6%) have taught for more than twenty years. Thus, a significant number of minority teachers will retire by the year 2005. Without effective intervention strategies that lead to the production of more minority teachers, the percentage of teachers of color will decline to approximately five percent or less by the year 2005 (AACTE, 1988; Goodwin, 1991).

The foregoing figures provide a grim prognosis for the future of the minority teaching force; they also threaten the viability of a pluralistic society. As the Carnegie Forum on Education and the Economy (1986) noted over a decade ago, "We cannot tolerate a future in which both white and minority children are confronted with almost exclusively white authority figures in their schools."

When data are disaggregated by race or ethnicity, the demographic mismatch between students and their teachers is quite striking. African Americans represent about 17 percent of students in public schools, but constitute only 8 percent of the teaching staff. Hispanics/Latinos are 14 percent of public school students, but only 4 percent of the teaching force. About 5 percent of public school students are Asian/Pacific Islanders, while less than 1 percent of public school teachers are categorized as such. American Indian and Alaska Natives comprise 1 percent of the student body and less than 1 percent of the teaching force (NCES, 2000).



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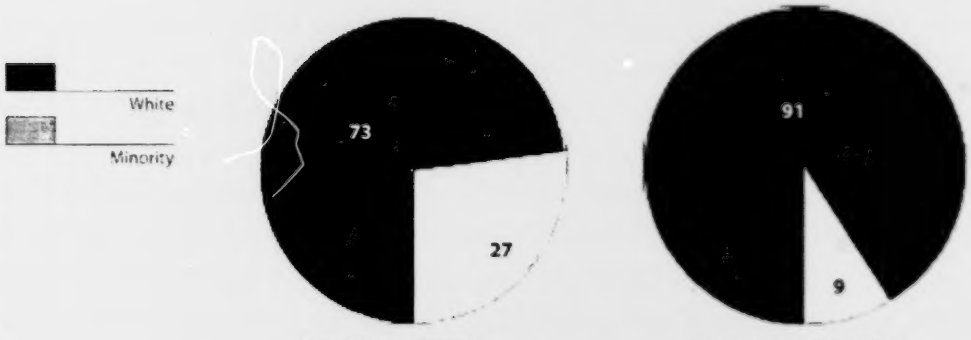
Although a larger proportion of faculty tends to be from minority groups in districts where minorities account for a larger proportion of student enrollment, white teachers are the predominant racial or ethnic group regardless of the representation of minorities in the student population. In school districts in which minority students outnumber white students, two-thirds (66 percent) of the teachers are White. In these districts, where half or more of the students are from minority groups, African American teachers still make up only 21 percent of the teaching force; Hispanic teachers 10 percent; and Asian/Pacific Islander teachers, 3 percent. While it is true that minority teachers are clustered in urban centers where there are high numbers of minority students, minority teachers still account for only 27 percent of the teaching force in urban areas inside central cities. They are 9 percent of the teaching force in districts in urban areas outside central cities (NCES, 1994).



Percentage of Teachers Inside Central Cities

Percentage of Teachers Outside Central Cities

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This demographic mismatch between students and teachers has reached the point that many students of color can go through 13 years of public education (K-12) without meeting a single teacher from their same racial or ethnic group.

For White students, however, the problem is almost the exact opposite. White students often complete their K-12 education without ever having a teacher of color. In school districts in which 90 percent or more of the students are White, the faculty is almost exclusively (99 percent) White. Even in districts with 10 to less than 50 percent minority enrollment, 91 percent of teachers are White (NCES, 1994). Despite the fact that desegregation of public schools has been a public policy issue for nearly 50 years, diversity in the teaching force has declined—and rapidly so—since the beginning of desegregation.

What is the Value of Diversity? National engagement about issues of diversity can often be characterized as little more than acrimonious debate. Differing assertions about how diversity is defined, the need for

diversity, and whether diversity in the labor force has any attendant benefits are subtexts to this debate. Though the nation's historical narrative has promulgated the democratic ideals of equal opportunity and access, fairness, and social justice, these ideals remain largely unrealized, especially for masses of minority and poor citizens. A resounding and recurrent question around which contemporary legal decisions, academic discourse, and public debate has centered is: What is the value of diversity?

It is in this context that discussion about diversifying the teaching force arises. Three questions extend from the aforementioned one and quietly predominate: How important is demographic representation? Is demographic mix really a valid measure of quality? Why is it a serious problem if mainly White, working-class, suburban women teach the nation's public school students (Murname et al., 1991)?

In response to these questions, it has been argued that it should not matter whether a teacher and his or her students come from culturally similar or dissimilar backgrounds, provided that the teacher actively engages students with important content. Here, the assertion is that the

teacher need not be from the same racial or ethnic group as her students in order to have a positive impact on them.

Others have argued that as a practical matter, we can never completely match students and teachers by their demographic characteristics. Even with a demographically representative teaching force, there will continue to exist numerous individual teaching situations in which teacher and student come from different demographic backgrounds. Given all this, it has also been argued that, if the main concern is that minority students learn, education leaders and policymakers should attend to measuring the quality of classroom practice as much as measuring the demography of the workforce (Murname et al., 1991).

All these concerns beg yet another question: Does having a minority teacher actually improve school success for minority students? In fact, there is a growing body of research showing the positive influences of teachers of color on the academic achievement and personal development of minority students. Indeed, in schools where there are large numbers of African American teachers, African American students are less

likely to be placed in special education classes; less likely to receive corporal punishment; less likely to be suspended or expelled; more likely to be placed in gifted and talented programs; and more likely to graduate from high school (Frederick Patterson Research Institute, 2001).

In her study of teachers' perceptions of African American male students, Maddox (1999) found that African American teachers were more likely than their White peers to describe African American male students as "intellectually capable" and to report that these students engaged in positive school behaviors such as completing homework, attending school regularly, and acting as leaders in group situations. Likewise, African American pre-service teachers are more likely than their White peers to articulate an interest in teaching African American students and to integrate culturally relevant material in the classroom (Hilliard, 1988).

Many of these findings about African American teachers and students also hold true for Hispanic/Latino teachers, whose presence correlates positively with increased academic performance by Hispanic/Latino students. Not only are Hispanic/Latino teachers less likely than other

teachers to place Hispanic/Latino students in remedial programs, they are more likely to identify them as gifted (Tomas Rivera Center, 1993).

Finally, in her discussion about the call for more minority teachers, Dilworth (1992) notes that minority teachers bring with them an inherent understanding of the backgrounds, attitudes, and experiences of students from certain groups and therefore can help inform majority teachers about effective ways to interact with students of color.

There is clear evidence that a larger pool of teachers of color could make a difference in the futures of many minority children (King, 1993; Foster, 1997). Nonetheless, the desire for an increase in minority participation in the teaching profession is not solely based on the need for teachers of color to teach students of their own racial or ethnic backgrounds; the demand for teachers of color in White communities is also gaining some momentum (Grant & Secada, 1989). Positive role models and removal of stereotypes are as important for White children as for children of color. Teachers of color can be pivotal in dispelling myths of racial inferiority and incompetence and breaking down centuries of misinformation (Clewell, 1998; Dilworth, 1992).

Teachers do more than just teach content. They stand as models for what it is like to be an educated person. They also serve as surrogate parents, guides, and mentors to young people. If students are to believe that they may one day be educated people who can make positive contributions to society, then they need to see diverse examples (Gordon, 2000).

Moreover, diversity among teachers may increase both teachers' and students' knowledge and understanding of different cultural groups, thereby enhancing the abilities of all involved to interact with different cultural groups. For students, such diversity among teachers may improve their future chances of interacting successfully with the different groups they will encounter in their adult lives. For teachers, such diversity may enhance their ability to interact successfully with their own students, thereby improving the quality of their classroom practices (Gordon, 2000).

Diversifying the nation's teaching force is not just a schoolhouse issue; it has broad societal implications as well. The Carnegie Forum on Education and the Economy (1986) affirmed this point in its report on teacher quality and diversity:

The public schools educate and socialize the nation's children. Schools form children's opinions about the larger society and their own futures. The race and background of their teachers tell them something about authority and power in contemporary America. These messages influence children's at..tudes toward school, their academic accomplishments, and their view of their own and other's intrinsic worth. The views they form in school about justice and fairness also influence citizenship.

It is clear that diversifying the nation's teaching force is essential to the racial and ethnic integration of American society, a goal that the majority of Americans say they support.

Who Gets the Best Teachers? One of the nation's major contemporary educational concerns is the search for qualified and caring teachers for low-income minority and immigrant children, who are quickly becoming the majority population in public schools (Gordon, 2000). The availability of qualified, effective, and caring teachers for schools that

serve minority and poor students is especially acute. When disaggregated by the racial and economic composition of the school, the data reveal alarming trends. Students attending predominantly minority schools (in which African Americans and Hispanics/Latinos comprise 90 percent or more of the students) and/or high poverty schools (in which 75 percent or more of the students receive free/reduced lunch) are:

1. five times more likely to be taught by inexperienced teachers (those with 0-3 years of classroom teaching);
2. more likely to be taught by teachers who are not certified in the subjects they teach (this finding holds true across four subject areas: math, English, science, and social studies);
3. more likely to be taught by teachers who do not hold a college major or minor in the subject they teach;
4. more likely to be taught by teachers who do not encourage them "to do their best" or "to do homework" (NCES, 1991);
5. ten times more likely to be taught by teachers who do not respond to the individual needs of students (NCES, 1991); and

6. more likely to be in a school with high rates of teacher turnover (55 percent of teachers in high-minority and high-poverty schools leave by their third year).

In a survey conducted by the National Center for Educational Statistics (1991), 71 percent of teachers in high-minority, high-poverty schools reported that they had negative attitudes toward their students. Only 20 percent of teachers in such settings reported high morale. Clearly, the shortage of teachers for schools serving minority and low-income students is exacerbated by the dearth of qualified, capable, and caring teaching professionals.

It is unconscionable and unacceptable that so many minority and poor children are burdened with under-prepared and uncommitted teachers. Studies of such teachers consistently find that they have difficulty with curriculum development, classroom management, student motivation, and teaching strategies (Darling-Hammond et al., 1987). This overrepresentation of ill-equipped teachers in minority and poor communities has perpetuated an array of educational and economic inequities. Stan-

dards-based reform and the widespread use of high-stakes tests demand that a well-qualified teacher be in every classroom. This requirement is "not merely a desirable goal; it is among the 'opportunity to learn' standards absolutely necessary to help students meet more rigorous standards" (Yzaguirre, 2000) and achieve fruitful participation in the labor force.

what is being done about
teacher quality and **diversity** in the south?

a Retrospective of the Southern Education Foundation Response

A Long-haul View Since its founding by precedessor funds in 1867, the Southern Education Foundation (SEF) has devoted its institutional agenda and resources to expanding social reform and public policy dialogue to address equity and access concerns of African American and poor citizens in the South. SEF has a long-held commitment to increasing educational opportunity, promoting the professional development of African American teachers, and diversifying the teacher pipeline in the South.

The quality of the teaching force and the minority teacher pipeline are not new concerns to SEF. From the early 1900s, the organization now known as the SEF (via a constituent fund, the Anna T. Jeanes Fund) supported a 50-year project, the Jeanes Teachers. Jeanes teachers were Black rural schoolteachers and supervisors who traveled to schools throughout the segregated South providing in-service education for local teachers, distributing instructional supplies, and stimulating community organization toward educational and economic uplift.

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Through this centerpiece program and others, SEF gained a regional and national reputation as a philanthropic agency with an abiding interest in the teaching profession and a commitment to innovative programming aimed at expanding educational opportunity and access for underserved populations. Over the decades, a number of donor institutions have recognized SEF's track record and collaborated with the foundation to implement and expand teacher pipeline programs in the South.

In the mid-1980s, SEF raised awareness about the teacher pipeline through a series of consultations about teacher supply and quality. These consultations included distinguished participants: Richard Riley and Bill and Hillary Clinton; deans of colleges of education, school superintendents, and state education department officials; and representatives from the American Association for Colleges of Teacher Education (AACTE), National Education Association (NEA), The College Board, Children's Defense Fund (CDF), Council of Chief State School Officers (CCSSO), the Council on Foundations, RAND, and numerous other foundations (Ford, Rockefeller, and BellSouth, among others).

A critical centerpiece to these discussions of teacher supply and quality was the status of minority teachers. Notably, four individuals largely responsible for stimulating and sustaining national dialogue about the minority teacher shortage were present at these early consultations: Dr. Elaine Witty, who first sounded the alarm about the underrepresentation of minorities in the teaching force; Dr. Barbara Hatton, who advocated funding from philanthropic agencies in order to address this concern; and Dr. Mary Dilworth and Dr. Antoine Garibaldi, each of whom conducted seminal research on the topic.

This series of consultations resulted in two SEF reports—*Teacher Supply and Quality in the South: A Search for Strategies and Solutions*, and *Teacher Supply and Quality in the South: Assessing the State Role*—and culminated in substantial funding from philanthropies and state legislatures to increase the supply, quality and diversity of the nation's teaching force.

On the heels of the consultations, SEF began to craft a consortium approach to attack the teacher pipeline problem. It was decided that colleges of education, particularly those at historically black colleges

and universities (HBCUs), would be an appropriate point of intervention. HBCUs continue to produce the greatest number of minority teachers, and yet for years these institutions had been largely ignored in the national dialogue, policy formulation, and funding initiatives regarding the nation's teaching force.

In 1987, SEF secured funding from the BellSouth Foundation and Pew Charitable Trusts to support a consortium of nine colleges and universities devoted to enhancing the production and supply of African American teachers in the South. SEF invited six HBCUs in the South and three graduate schools of education to participate. The six HBCUs—Albany State College, Bethune-Cookman College, Grambling State University, Johnson C. Smith University, Tuskegee University, and Xavier University of New Orleans—were all in states that showed a wide gap between the proportion of minority students in public schools and the proportion of minority teachers. Additionally, each of these HBCUs had a strong presence and central involvement in the production of minority teachers who went on to serve in urban schools.

Three of the nation's leading graduate schools of education were invited to collaborate with the selected HBCUs—Teachers College at Columbia University, Harvard University, and Peabody College at Vanderbilt University. These universities were selected because of their status as premier educational research institutions and their demonstrated commitment to educational equity research.

These nine institutions, in partnership with SEF, formed a consortium (the BellSouth/Pew Consortium) committed to working together to increase the quality and supply of African American teachers in the South. The Summer Scholars Program (SSP) was one activity mounted by the consortium to attract and retain talented African Americans in the teaching profession. SSP was grounded in a "best and brightest" philosophy to counteract the perception of teaching as a vocational choice of those who are not talented enough to enter other fields. The program was conceived as an enrichment experience that would be challenging and rigorous; strong academic skills and leadership qualities were viewed as essential prerequisites for selected participants.

The program was definitely instrumental in my pursuing a master's degree. Today, I'm a doctoral candidate at a major research university!
>> Summer Scholars Program Participant

Between 1987 and 1997, SSP served nearly 200 undergraduate students from HBCUs who spent six to eight weeks at one of the three participating graduate schools of education. Participants lived on these campuses and took graduate courses. One course deepened their understanding of subject matter, while the other encouraged them to explore critical urban educational issues by visiting schools; talking with teachers, school administrators, and education policymakers; and exploring different career paths in education (Goodwin, 2001). Today, more than ninety percent of SSP participants are involved in education as teachers, administrators, or graduate students pursuing degrees in the field.

SSP was a high-profile program on HBCU campuses and, in the words of one faculty member, "helped to raise the consciousness of students about teaching and project a positive image of the profession." The program exposed undergraduate students to graduate school and encouraged them to perceive study at a research institution as an achievable goal. Additionally, SSP further strengthened the student recruitment bridge between participating HBCUs and the participating graduate schools.

Years later, the work of this consortium and SSP would evolve into the Teachers as Leaders Initiative (TaLI), a project supported primarily by the Annenberg Foundation. Unlike previous teacher recruitment programs, TaLI tapped novice and veteran African American teachers who worked in high-poverty, high-minority schools. This intensive effort yielded several significant outcomes, chief among them: (1) the cultivation of several cohorts of African American teacher-leaders engaged in active research aimed at systematically initiating and sustaining successful instructional innovations in high-minority/high-poverty schools; and (2) the creation of a national network of African American teacher-leaders serving as professional advisors to one another as they engage in school improvement and career ascension.

These outcomes were accomplished by convening the TaLI cohorts for a series of professional development seminars that included completing graduate school coursework, attending lectures by policymakers, conducting school site visits, attending and presenting research papers at professional conferences, and participating in principal mentorship.

While TaLI was not designed to have the high number of participants

that other SEF initiatives had, it did have a significant impact. Each TaLI participant has initiated and sustained schoolwide improvement projects related to math achievement and literacy. Additionally, each TaLI participant has earned a master's degree in education, and one has started a doctoral program in educational policy at Vanderbilt University. After sustained engagement in their schools as teachers and teacher-leaders, many aspire to attaining a principal or superintendent appointment as a natural outgrowth of their leadership cultivation. The first TaLI participant to attain a principalship assumed her post in fall 2000.

With favorable and substantive outcomes from its teacher recruitment programs and with support from donor institutions, SEF has continued to grow its investment in improving the minority teacher pipeline in the South. In 1989 and 1990, SEF secured funding from the Ford Foundation to establish consortia that employed a statewide approach to addressing teacher pipeline concerns. Funding from Ford and oversight from SEF resulted in the creation of two consortia on minority teacher supply and quality—one in North Carolina and another in Louisiana.

The success of students in the Consortium has been a reminder to us that success and good students come in a lot of different packages.
>> Professor

One major activity of the North Carolina Teacher Consortium on Teacher Supply and Quality was Project TEAM (Teaching Excellence Among Minorities). Project TEAM was designed to increase the pool of minority students who completed teacher preparation and passed the state licensure exam. The project operated on two campuses in southeastern North Carolina: Fayetteville State University and the University of North Carolina at Pembroke. These two institutions constituted a collaboration between an HBCU and historically Native American-serving institution.

The focus of the Project TEAM model was threefold: (1) to strengthen participants' critical thinking and test taking skills; (2) to develop effective teaching strategies using multimedia techniques; and (3) to broaden participants' cultural awareness, knowledge, and understanding of African American and Native American history. Project TEAM participants are now employed as teachers and are pursuing master's or doctoral degrees in education. In addition to achieving its stated goals, the project was also successful in increasing the number of male minority teachers.

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The North Carolina Consortium also included a collaborative of six public and private institutions of higher education that were organized into four programmatic districts. The institutions in District I—Elizabeth City State University, North Carolina Wesleyan College, and Winston-Salem State University—developed a programmatic thrust based on an expansion of the nontraditional pool model.

The North Carolina Teacher Assistants Project (also referred to as the Ford Teacher Demonstration Project) was based on the rationale that several categories of K-12 school personnel are often overlooked when minority teacher recruitment programs are designed. Thus, the project model called for the recruitment of individuals who, in most instances, would not enter teaching through traditional pathways. This project was implemented on three college/university campuses and specifically targeted teacher assistants and other education paraprofessionals—in-school suspension counselors, clerical staff, and substitute teachers—for teacher licensure. The primary goal of the project was to increase the number of minority teachers employed in the surrounding school districts by preparing paraeducators for teacher licensure.

I got to experience a broader learning perspective just being in that setting—being at Columbia University. I knew that if I could compete as an undergraduate with no problem, graduate school was for me. So it wasn't even an option for me not to go to graduate school immediately after undergrad.
>> Summer Scholars Program Participant

The North Carolina Teacher Assistants Project focused on reframing teacher certification programs at each participating institution to: (1) focus on the needs of nontraditional adult learners, (2) build on the professional experience of program participants, (3) expand the urban education emphasis of teacher preparation coursework and field placements, and (4) provide additional academic and financial advisement, counseling, and support services. The North Carolina Teacher Asssistants Project succeeded in transforming hundreds of teachers aides and other paraprofessionals into licensed teachers.

In addition to funding SEF to establish the North Carolina Consortium, the Ford Foundation supported the creation of the Louisiana Consortium on Minority Teacher Supply and Quality (the Louisiana Consortium). This consortium began in 1991 as a six-year, multifaceted program consisting of precollegiate and collegiate-level recruitment, intervention, and retention components. Xavier University and Grambling State University, two HBCUs, joined with Tulane University (a TWI) to form the consortium. Built on the model of teacher cadet programs, the

Louisiana Consortium was grounded in the notion that students often make decisions about their career goals early in life. Thus, career exploration and teacher pipeline initiatives must be integrated into K-12 curricular and extracurricular programming.

The three universities collaborated with each other and with local high schools to create a teacher education pipeline. Three initiatives were established as building blocks to recruit high school students into the teaching profession and to cultivate and support their interest through college entrance. The first building block involved revitalizing the Future Teachers Club (FTC) at the participating high schools and targeting high-school freshman and sophomores for membership.

The second building block entailed implementing a Summer Enrichment Program (SEP). SEP was a residential program designed to prepare 11th- and 12th-grade FTC members for college success and to introduce them to college teacher education programs. Students enrolled in a core of enrichment courses in math, language arts, and computer literacy, along with content and methodology courses in teacher education.

The third building block and culminating activity of the precollegiate programming was the Teacher Internship Program (TIP). TIP was designed to enhance the interest of high school juniors and seniors (who participated in FTC and SEP) in the teaching profession by providing them with hands-on teaching experience. TIP participants served as tutors in after-school programs in elementary schools and Saturday programs.

The high school students who successfully completed the three tiers of precollegiate programming were encouraged to compete for a limited number of $1000 scholarships to be applied to their first-year college tuition and expenses. After experiencing the Tulane, Xavier, and Grambling State campuses, most students went on to apply and gain acceptance to one of these universities.

Over the six-year life of this program, many students who began the program as high school FTC members graduated and became teachers. One candidate who was a teenaged parent was the first to complete the entire consortium cycle and graduate from Grambling State University.

The aforementioned programs and projects were each built on a consortium approach and utilized both "best and brightest" and value-added philosophies to guide teacher recruitment efforts. The experience gained from the Ford-funded projects laid the foundation for SEF to craft the Southern Expansion of the Pathways to Teaching Careers Program (Pathways Program), which was accomplished with an invitation and funding from the DeWitt Wallace-Reader's Digest Fund. To date, the Pathways Program is the most heavily-funded teacher recruitment project managed by SEF.

how can universities and school districts
collaborate to grow teachers?

the Southern Expansion of the Pathways to Teaching Careers Program

In the late 1980s, the DeWitt Wallace-Reader's Digest Fund (Fund), with a grant to Bank Street College, began its investment in a program to prepare minority teachers for positions in New York City's low-income schools. Lessons learned from this work guided the development of a larger teacher recruitment and training effort. In 1992, the Fund established the Pathways to Teaching Careers Program and funded its national expansion. Because of its long-held commitment to expanding educational opportunity, promoting the professional development of African American teachers, and diversifying the teacher pipeline in the South, the Fund selected SEF to lead the Southern expansion in six states: Alabama, Florida, Georgia, Louisiana, Tennessee, and Virginia. Later, in 1993, the Fund created the Northeast and Midwest expansion of Pathways that included 11 colleges of education in these regions. An additional 15 sites were affiliated with Peace Corps programs. In the end, the Pathways Program was established in 26 colleges and universities throughout the nation.

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The Southern Expansion of the Pathways to Teaching Careers Program began with a focus on recruiting talented, non-certified school district employees (teachers aides, provisionally certified teachers, and substitute teachers) who evidenced commitment to work in hard-to-staff inner city schools. The Pathways Program targeted six cities in the South, including Montgomery, AL; Miami/Dade County, FL; Savannah, GA; New Orleans, LA; Norfolk, VA; and Memphis, TN.

These states are distinguished by a growing disparity between the proportion of minority students in K-12 public schools and the population of minority teachers available to teach them. The widest gap in the nation is in the South. Recent data underscore the prevalence of this gap in states in which the consortia were located. A decade of data from state departments of education shows the persistence of this demographic mismatch. (See Tables 1 and 2.)

The Pathways to Teaching Careers Program presented an opportunity for SEF to test, on a larger scale and with significant resources, an approach to teacher preparation that had been demonstrated on a small

TABLE 1

Percent of Minority Students and Teachers in Selected Southern States, 1986

STATE	PERCENT OF MINORITY STUDENTS	PERCENT OF MINORITY TEACHERS
Alabama	33.6	27.2
Florida	32.2	26.7
Georgia	34.3	27.6
Louisiana	43.4	35.6
North Carolina	31.9	22.5
Tennessee	N/D	N/D

TABLE 2

Percent of Minority Students and Teachers in Selected Southern States, 2001

STATE	PERCENT OF MINORITY STUDENTS	PERCENT OF MINORITY TEACHERS
Alabama	36.4	20.3
Florida	43.0	22.0
Georgia	46.5	21.1
Louisiana	50.6	28.1
North Carolina	24.9	10.9
Tennessee	31.1	16.3

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scale and with limited resources in previously funded projects. The Southern Expansion of the Pathways Program was designed around three critical components that were integral to SEF's earlier teacher pipeline projects: (1) a consortium structure with partnering HBCUs, traditionally White institutions (TWIs), and school districts; (2) a value-added philosophy that guided recruitment and enhancements to teacher preparation curricula; and (3) a nontraditional talent pool as the target recruitment population.

Consortium Structure Eleven colleges and universities in six urban centers in the South were selected by SEF to participate in the Southern Expansion of Pathways. The consortium consisted of five collaboratives that each paired an HBCU with a TWI and an urban school district. One collaborative paired an HBCU with a local school district.

The consortium included the following triads: Alabama State University and Auburn University, serving Montgomery County Public Schools; Armstrong Atlantic State University and Savannah State

University, serving Savannah-Chatham County Public Schools; Tulane University and Xavier University, serving New Orleans Parish Schools; Norfolk State University and Old Dominion University, serving Norfolk Public Schools; and LeMoyne-Owen College and University of Memphis, serving Memphis City Schools and Shelby, Tipton, and Haywood County Schools. One dyad existed: Florida Memorial College, serving Dade County Public Schools.

HBCUs were critical hubs in the collaboratives. SEF understood the vital importance of HBCUs in the equation to improve teacher supply, quality, and diversity. HBCUs are the nation's leading producers of African American teachers. Further, most HBCUs evolved from early "normal schools" (teacher education programs) with stellar records of producing effective teachers. One fact is clear: If the nation is interested in diversifying the teaching force, HBCUs must be viewed as pivotal sites of engagement.

The TWIs selected as partner institutions were located in the same metropolitan areas as the participating HBCUs, had significant enrollments

Our district has really benefited from Pathways. It has tapped a district resource—teachers aides—and made them great teachers.
>> School Board Member

of minority education majors, and produced many teachers who went on to be employed by the local school district(s). These HBCUs and TWIs were encouraged to partner in order to meet the needs of Pathways Scholars in an efficient and effective manner. In most instances, the institutional resources of the HBCUs and TWIs were highly complementary. Collaboration reconfigured and expanded the institutional resources available to Pathways Scholars (e.g., the range of course offerings, academic advisement, and counseling and other support services).

It was an enormous undertaking to achieve genuine and productive collaboration between the participating HBCUs and TWIs, especially given their separate (and often conflicting) institutional histories and organizational cultures. Including school districts in the collaborative added more political layers and nuances to the arrangement. In many instances, school districts had different relationships and responses to the participating HBCUs and TWIs and the graduates of these institutions.

In the Southern Expansion, receipt of Pathways Program funding required HBCU-TWI-school district partnership. Thus, funding was

a tremendous incentive and necessary catalyst in getting interested parties to the table. Additionally, program leadership was key to authentic and productive collaboration. Project directors were the essential links between HBCUs and TWIs. It is common, almost axiomatic, that a project assumes some of the personality and presence of its director. In many instances, program directors were selected in part because of their familiarity with the partnering institutions (e.g., formally as an adjunct professor or informally as professional colleagues or friends) and were skilled at finding common ground.

Participating HBCUs and TWIs viewed the Pathways Program as an opportunity to increase student enrollment in teacher preparation programs, strengthen their relationships with neighboring school districts, and participate in educational reform by engaging practitioners in the reframing of teacher preparation. For these participating colleges and universities, closer ties with local school districts resulted in expanded internship placement for pre-service teachers in their regular teacher preparation programs; increased job opportunities for teacher graduates;

and better grounding of teacher preparation programs in the realities of contemporary K-12 schooling.

School districts saw the Pathways Program as an opportunity to provide professional development and career ascension opportunities for staff, resolve critical teacher shortages, and diversify their teacher workforce. This matrix of mutual benefits acted as a tremendous relationship stabilizer and facilitated authentic collaboration and productive partnerships.

Value-added Philosophy The Southern Expansion of the Pathways to Teaching Careers Program was built on SEF's past experiences with the North Carolina Teacher Assistants Program, which embraced a value-added philosophy. The value-added philosophy comes from the discipline of economics. In the study of production processes in economics, manufacturers of goods are primarily interested in the outcome or finished product—and yet, it is generally recognized that the elements that go into the manufacturing process are not the sole determinants of the

quality of the finished process. Rather, quality, in large measure, depends on *how* elements are blended and crafted to produce a final product. Thus, the transformation process is key (Jackson, 2001).

The value-added philosophy is not new to higher education. It has been a cornerstone of the organizational cultures of HBCUs. Since their founding, HBCUs have accepted students who did not always fit the typical profile of a college student. Nonetheless, HBCUs have successfully educated and graduated many students who have gone on to assume significant professional and leadership positions.

When applied to teacher recruitment and preparation, the value-added philosophy supports taking aspiring teachers "from where they are to where they need to be" (Haselkorn & Fideler, 1996). This philosophy challenges conventional notions of who constitutes the "best and brightest." Indeed, the value-added model asserts that teacher aspirants who might otherwise be characterized by some as "at-risk" college students can successfully complete teacher preparation and become exemplary teachers.

Adult students who have had a lot of work in the field as paraprofessionals are very serious students. They bring to the theoretical discussion some great practical experiences that traditional students don't have. Their presence also enriches the dialogue for everybody in an education class. They bring that richness and they're integrating it constantly in ways that traditional students are not.

>> Dean, College of Education

Teacher recruitment programs built on the "best and brightest" philosophy traditionally define ability in terms of high GPAs and college entrance exam scores. In contrast, teacher recruitment programs structured around the value-added philosophy do not use traditional measures such as GPA, college entrance exam scores, and uninterrupted progression through college coursework as the primary indicators of ability or future professional success. Rather, the value-added philosophy enables a wider recruitment net to be cast. The value-added teacher recruitment net captures teacher aspirants who exhibit a commitment to the ideal that all students can learn; view teaching as a highly desirable profession; and evidence commitment and ability to work in schools that serve poor, minority children.

According to the value-added approach, teacher aspirants with these predispositions are viewed as worthy investments. The value-added approach is a four-legged stool consisting of assessment, student support, a budget to fund support services, and documentation (Jackson, 2001). With an enhanced curriculum that focuses on the capabilities and needs

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of adult learners and with a strong and responsive network of support services, the at-risk college student can be transformed into a successful teacher.

A Nontraditional Talent Pool The Southern Expansion of Pathways targeted three groups of school personnel, all of whom were noncertified public school employees. The pool consisted of teacher assistants, substitute teachers, and provisionally certified teachers. These individuals were targeted both for practical reasons and because of certain philosophical assumptions.

One factor contributing to the minority teacher shortage is the increasing tendency for newly hired minority teachers to leave the profession within three to five years. Therefore, it was critical to identify candidates willing to make teaching a lifelong career. SEF's experience with the North Carolina Teacher Assistants Project suggested that teacher assistants and other employees similarly situated were rooted in their communities and willing to commit to the teaching profession.

For several years prior to Pathways, I had been taking a course here and there, trying to complete teacher certification. It was a slow process because I didn't have resources to do more. Pathways and all its support accelerated everything. Pathways opened doors for me and helped me achieve my goal and reach my dream!
>> Pathways Graduate

Philosophically, SEF proceeded on the assumption that the three populations (teachers aides, substitute teachers, and provisionally certified teachers) included individuals who had the experience, insights, and commitment that, with carefully planned additional formal education, would enable them to become good candidates for teaching in inner-city schools.

Few newly hired teachers are well-prepared for the challenges of inner-city classrooms. Inadequate preparation, coupled with the fact that new hires often receive the most difficult teaching positions, contributes to the high attrition rate in the profession during the first three to five years.

The Pathways Scholars were teacher aspirants who were members of the communities in which they taught; had worked as school professionals at their school an average of 6 years; possessed a keen understanding of their students' competencies and the challenges they faced; evidenced skill in engaging students in learning; and were held in high esteem by their principal, cooperating teacher and students.

what does a **value-added** teacher **preparation program** look like?

the Pathways Model in the Southern Expansion

Pathways Scholars did not fit the profile of typical college students. Most were adults over the age of thirty who had interrupted their college education to assume jobs, get married, and/or have children. Prior to beginning the Pathways Program, the typical scholar had been out of college for at least ten years. Most had completed at least two years of college coursework and maintained a minimal GPA of 2.5. Pathways Scholars in the Southern Expansion had also had significant work experience as a public school teachers aides or paraprofessionals.

Pathways candidates were required to meet baseline admission requirements at their participating college or university. While most met minimum GPA and entrance exam requirements, some did not. In response to the concern that many promising potential teachers would not receive training, several participating colleges and universities evolved creative ways for admitting these candidates. Some institutions were able to admit such students under a "fresh start" policy. This policy allowed returning students to drop less-than-favorable grades received during the first and second years of their first college matriculation.

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A rigorous screening process was also used to select Pathways Scholars. In the Southern Expansion, candidates were nominated by their principals, who based their nominations on recommendations from teachers with whom the candidates worked. Candidates also submitted an application essay and wrote a second essay at the conclusion of an interview with a selection committee. Most importantly, candidates were observed in the classrooms where they worked as teachers aides or paraprofessionals. The cohort of Pathways Scholars selected from this screening process exhibited the professional competencies and skills, intelligence, and tenacity necessary to negotiate a college curriculum successfully and become effective teachers.

Pathways Scholars had valuable life experiences and familiarity with urban students and school communities. While all were motivated to pursue teacher certification, many were apprehensive about returning to college as an older student. In addition to concerns about meeting academic requirements, the scholars had to balance several often competing roles, including parent, spouse, employee, and student (Jackson, 2001).

Initially, the teacher preparation programs at the participating colleges and universities were traditionally structured and focused on providing academic and support services to 18- to 21-year-olds. However, both the nontraditional status of the Pathways Scholars and the purpose of the program required that the host institutions engage in curriculum modification on two levels. First, many of the participating colleges and universities had to alter course schedules to accommodate the hours that scholars could attend classes. Second, and to a lesser extent, the colleges and universities had to modify their course offerings and content to place more emphasis on urban education, multicultural education, and topics in special education.

Courses were restructured and offered as weekly seminars and/or evening or weekend modules. Some were field-based and offered at the school sites where Pathways Scholars worked. Importantly, every Pathways Program in the Southern Expansion integrated preparation for the state licensure examination early in the teacher preparation curriculum. Additionally, collaborating HBCUs and TWIs instituted

It was extremely important that our pre-service teachers were in college courses that indicated diversity. As we discussed issues about working with young children from diverse socio-economic and ethnic/ racial backgrounds, professors could model what we were talking about. As a faculty member, this was extremely important. Instead of just paying lip service to these issues, we really had to address them in our own classrooms.

>> Department Chair

cross-registration to expand the range of course offerings available to Pathways Scholars.

At several institutions, the Pathways Program sparked the recasting of the entire school of education's mission around urban education, a more intensive focus on the education of the inner-city child, and the production of more effective teachers for inner-city classrooms.

Every Pathways Program site had to devise a workable solution to one pervasive concern: student teaching requirements. Initially, participating colleges or universities and school districts, in keeping with their policies, required that Pathways Scholars take a leave of absence during their student teaching. Because scholars could not afford to forfeit salaries and benefits for such an extended time, colleges/universities and school districts worked together to change student teaching requirements and amend related policies. These changes enabled Pathways Scholars to complete student teaching requirements as paid interns or paid student teachers. By being categorized in this way, scholars were able to keep their jobs and continue to receive pay and job benefits such as health insurance.

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In addition to curricular revisions, Pathways Scholars required enhanced student support services. The Pathways model that SEF inherited from the Fund had a strong emphasis on student support, consisting of academic counseling and scholarships. SEF expanded these original components to include formal orientation sessions, mentoring, and a contingency fund (Jackson, 2001).

Formal Orientation Sessions Research has shown that adult learners who leave programs like Pathways do not do so for academic or financial reasons exclusively, but because they lack family support. Without sufficient understanding or support from spouses or other family members, many adult learners find it impossible to complete their course of study. For this reason, all the Pathways sites in the Southern Expansion held formal orientation sessions several times during the academic year for new cohorts and for students already enrolled in the program. The Pathways Scholars and their families attended social hours, picnics, and other gatherings to learn more about Pathways and how to communicate with

one another and cope with the stresses of returning to college. Spouse support groups and childcare were also part of the web of services provided to the Pathways Scholar (Jackson, 2001).

Academic Counseling Academic counseling took on added significance for several reasons. Because the majority of Pathways Scholars had been out of college for several years, they needed help negotiating the maze of teacher certification requirements. Further, at the inception of the program, Pathways Scholars were not always well received on all campuses. Some faculty viewed the program negatively (as part of an undesirable affirmative action plan) and considered the scholars academically unqualified. Therefore, it was important to provide the scholars with as much counseling and academic support as possible. They were assisted with registration to secure appropriate courses, but also to avoid, if possible, professors who were not supportive of Pathways Program goals. They were provided tutors and other academic support when warranted. When necessary, scholars were given special access to the campus bookstore, copy services, and library assistance (Jackson, 2001).

Pathways students are the most prepared, hardworking group of people I think I have ever known. I am very impressed! I am impressed with their diligence, their professionalism, and their high ethical standards. They're the kind of students that any professor seeks.
>> Professor

Mentoring Most Pathways sites in the Southern Expansion provided mentors to the scholars. These mentors were veteran or retired teachers who volunteered to work with the scholars. Mentors acted as career coaches and provided invaluable assistance with school-related and personal concerns. For many scholars, their mentor was the most vital link in the Pathways support system (Jackson, 2001).

Scholarships and the Contingency Fund The biggest attraction of the Pathways Program to participating colleges and universities, school districts, and scholars was the provision of student scholarships. Each Pathways Scholar was eligible to receive a scholarship that covered at least 80 percent of tuition. Every effort was made to continue financial support to scholars who were making academic progress. Perhaps the most unusual feature of Pathways was the contingency fund. The desire to keep scholars in the Pathways Program was so strong that an emergency fund was established at each participating site. The contingency fund was assigned to cover any financial emergency, within reason, that the

scholars encountered. At the project directors' discretion, funds were disbursed to scholars to meet financial demands so that their educational progress would not be hampered. While these emergency funds were usually disbursed in response to small requests, they covered a host of living expenses and prevented scholars from encountering financial circumstances that would derail their educational progress.

All of these support mechanisms—academic, financial, and social/emotional—were offered to Pathways Scholars to make it easier for them to fulfill multiple roles as spouses, parents, and public school employees while pursuing teacher licensure.

how has the **pathways program** impacted the **teacher pipeline** in the south?

The Southern Expansion of the Pathways to Teaching Careers Program that SEF developed, implemented and managed—like other value-added programs SEF has coordinated—has had many important outcomes and taught us valuable lessons.

The most satisfying lesson is that the Pathways model works. At the inception of the national expansion of Pathways, the Fund set a goal of preparing 2010 teachers (DeWitt Wallace-Reader's Digest Fund, 1997). The Southern Expansion alone has produced more than 1,000 teachers for hard-to-staff schools in six Southern states: Alabama, Florida, Georgia, Louisiana, Tennessee and Virginia.

The Pathways Program has also proved to be an effective strategy for diversifying student enrollment in teacher preparation programs and the teaching force in the South. While only about 15 percent of the students enrolled in teacher education programs nationally are minorities, over 75 percent of Pathways Scholars are minorities. This is especially striking because educators of color comprise only 13 percent of the nation's teaching force. About 25 percent of the Pathways Scholars were male, many of whom were minorities as well.

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You've probably read in local newspapers about our staffing shortages. Pathways has helped alleviate those shortages by giving our district many quality teachers.
>> Superintendent

To date, over 90 percent of Pathways graduates have held teaching positions for at least three years in hard-to-staff schools. Personnel directors in participating school districts report that Pathways has been an effective and needed mechanism for acquiring competent teachers, reducing teacher shortages, and diversifying the district's teaching force.

What is most striking about Pathways graduates is that they have evidenced "staying power" in their school communities. As the nation struggles with teacher turnover and shortages, the tenure of Pathways graduates exceeds the national average, thus holding out hope that competent and committed personnel can be recruited and retained for hard-to-staff schools.

Education researchers, policymakers, and professional associations have leveled some criticisms against nontraditional teacher preparation programs. These reports assert that teachers who enter the profession through nontraditional routes tend to have lower academic qualifications, are more likely to be rated ineffective or poor teachers, tend to leave the profession earlier than traditionally trained teachers, and are more likely

to indicate that they chose teaching because of the availability of jobs rather than because of a nascent interest in children and their learning and development. Perhaps the most interesting and compelling outcome of the Southern Expansion of Pathways is that the evaluation data clearly contradict these assertions. Pathways Scholars were highly motivated to become successful teachers. The overwhelming majority (86%) of Pathways Scholars indicated in surveys that they wanted to become teachers for one of the following reasons: (1) "I can make the learning process fun and meaningful for students," (2) "I can make a difference in how and what students learn," or (3) "I love children" (DeWitt Wallace-Reader's Digest Fund, 1997).

In addition to their desire to teach, Pathways graduates were viewed as highly competent pre-service teachers and novice teachers. In a survey of field supervisors, Pathways Scholars received an average rating of 4.4 (on a 5-point scale where 5=highest performance) in four teaching domains: instructional planning, creating a classroom community, delivering instruction, and professionalism. In another survey, principals

were asked to compare the teaching effectiveness of Pathways graduates to that of typical novice teachers in the school. Principals' and supervisors' ratings of Pathways graduates exceeded their ratings of typical novice teachers (DeWitt Wallace-Reader's Digest Fund, 1997).

The Pathways Program has also proved important in other areas. With students choosing other, more popular undergraduate majors, many teacher programs have withered in recent years. The Pathways Program, with its infusion of new students, reinvigorated teacher education programs at many of the participating HBCUs.

It is important to note here that Pathways Scholars at HBCUs reported higher pass rates on state certification tests than regular students at these colleges and universities (SEF, 2001). A serious barrier to teacher licensure, particularly for minority candidates, is passing the state certification test. One lesson learned from the Southern Expansion is that a combination of conditions—early exposure to course material aligned with NCATE standards and the licensure exam; a nurturing, accessible, and sturdy safety net; and a required PRAXIS/state certification test-prepara-

tion course—boosts student performance and decreases failure rates on the certification tests.

Project directors in the Southern Expansion reported that the Pathways Program helped revitalized host institutions' commitment to teacher education. Program directors indicate that efforts to institutionalize the Pathways Program have stimulated: (1) a change in the attitudes of college of education faculty and staff about the ability of nontraditional students to perform well academically and become competent teachers; (2) an increase in minority enrollment, particularly, in some cases, of minority males; and (3) greater awareness and understanding of the values of nurturing learning communities and the importance of expanding support services and alternative course delivery, specifically evening classes, weekend seminars, and other instructional approaches appropriate for experienced, mature students.

One important outcome of the formal partnership agreement between colleges and universities and school districts was that faculty and students (for the first time in many instances) had access to valuable infor-

mal information about employment opportunities in neighboring school districts. This is a significant outcome because, all too often, HBCUs and minority teacher candidates have been excluded from this important informal network.

Another accomplishment of the Southern Expansion of Pathways is the productive and on-going collaboration of HBCUs and TWIs. Though the collaborating institutions are in the same locale, prior to the program it was quite rare for them to work together. The Pathways model holds promise for other institutions desirous of serious collaboration. In the main, TWIs learned from HBCUs how to embrace a value-added philosophy. They learned how to help nontraditional, often struggling, high-risk students (many of whom might never have matriculated at the institution) reach their academic and career goals by creating and sustaining strong, responsive support systems. HBCUs learned from TWIs (which often are not as resource-challenged) that with expanded resources, greater institutional efficiency can be attained (Jackson, 2001).

We believe that the Pathways Program—along with the range of

other SEF minority teacher pipeline initiatives—has made an important imprint on reform in teacher preparation. These lessons learned support: (1) the value of recruiting nontraditional students, particularly those who have shown through past instructional experiences as paraprofessionals that they are compassionate, sensitive, and committed to the urban learner; (2) the importance of creating overlapping support systems and diverse course delivery mechanisms that address the needs of adult learners; (3) the ability of colleges and universities to engage in sustained collaboration with each other and with school districts; and (4) the value of HBCUs and TWIs partnering.

The programming in which SEF has been engaged for nearly fifteen years has addressed the full continuum of the teacher pipeline, beginning in high school and culminating with graduate school education. Accordingly, these "value-added" and "best and brightest" programs have focused on arousing the interest of high school students in the teaching profession and supporting that interest through college matriculation; exposing undergraduate liberal arts and education majors to graduate

study in education at premier research institutions; tapping nontraditional pools such as teachers aides and paraprofessionals and preparing them to be teachers through grow-your-own teacher preparation programs that rely on university-school district collaboration; and cultivating a network of novice and veteran African American teachers into teacher-leaders for urban schools.

This multiplicity of programs and the lessons learned from them inform the policy recommendations which follow.

Policy Recommendations In this age of increased educational accountability, providing high-quality teachers to help every student learn is a fundamental responsibility of state and local policymakers. This responsibility is all the more compelling because recent evidence suggests that the single most important school factor affecting student achievement is teacher quality. Indeed, the difference between a good and bad teacher can be a full grade level of achievement in the course of just a single school year (Hanushek, 1986). Compound this by exposure to a series

of bad teachers and the student may never academically recover (NASBE, 2000).

With this in mind and bolstered by the positive outcomes of nearly fifteen years of teacher pipeline programming in the South, SEF offers the following policy recommendations for improving the quality, quantity and diversity of the nation's teaching force.

1. Support the involvement of HBCUs in teacher pipeline programs.

Funding from philanthropic, federal, and state sources should target colleges of education at HBCUs. HBCUs prepare the majority of the nation's African American teachers and have been involved in substantial reform efforts, the results of which can inform national and regional policy and practice. Other colleges and universities with high enrollments of Hispanic/Latino, Asian, or Native American education majors should also be tapped as a resource. These minority-serving institutions should receive expansion grants to support existing programs that show promise, as well as seed grants to foster the development of new teacher pipeline initiatives.

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2. ***Develop a statewide strategy for eliminating racial disparities in pass rates on teacher licensure exams and advocate the development of new assessment measures that do not maintain or exacerbate existing racial disparities.*** One major barrier to producing more African American and Hispanic/Latino teachers is the requirement to demonstrate proficiency in basic skills by passing a standardized test. While schools need competent teachers, testing research indicates that there is no correlation between pre-service teachers' performance on these exams and their success as classroom teachers (Tomas Rivera Center, 1993). With teacher shortages in every state and dwindling enrollments in teacher preparation programs, the nation can ill afford to use standardized tests to screen out individuals who have expressed an interest in becoming a teacher and possess other requisite abilities.

Almost every state reports glaring racial disparities in teacher licensure exam pass rates. Numerous national reports have discussed this concern as well. Yet few national or regional strategies have been

developed to address this problem. The U.S. Department of Education should provide incentives to state teacher certification agencies to explore and adopt new assessment procedures of basic teaching skills and subject matter competencies. Determination of proficiency should be based on authentic measures that can be demonstrated in classroom settings.

The National Education Association (NEA), American Association of Colleges for Teacher Education (AACTE), and other national associations devoted to teacher education and professional advocacy should create special task forces to work in concert with the testing industry, state certification agencies, and colleges and universities—especially HBCUs and the Hispanic Association of Colleges and Universities (HACU)—to conduct research and convene policy forums targeted at redefining teacher competency assessment in ways that do not maintain or exacerbate currently existing disparities.

State higher education chancellors or regents should mandate that publicly supported colleges of education gather data about the test

performance of applicants to teacher preparation programs and pre-service teachers who are enrolled in those programs. If data show racial disparities, colleges of education should be required to develop an institutional plan aimed at simultaneously decreasing these disparities and raising minority acceptance rates into teacher education programs and graduation rates from these programs.

3. ***Diversify the ranks of those who participate in educational policy dialogue and formulation by engaging HBCUs and other minority-serving institutions.*** The nation's changing demographics must be of primary concern in the design and implementation of teacher development policy. Education policies and practices must more adequately address the needs of an ethnically, racially, linguistically, and socio-economically diverse student population. If appropriate policies and practices are to evolve, the ranks of the educational policy and leadership communities must reflect the diversity of the nation's schools.

For too long, the dialogue in philanthropy and the educational

policy communities has been led almost exclusively by people who often have little experience with minority, poor students or the schools that serve them. The net result is that the policy recommendations and remedies emanating from these groups are not well matched to the realities of targeted school communities.

The nation can no longer tolerate monolithic bodies leading policy and practice agendas for the nation's public schools. Philanthropic and policymaking organizations must gather data about who is doing the work of achieving academic excellence for African American, Hispanic/Latino, and poor students. These individuals and institutions must be centrally (not marginally) present at national, state, and local consultations and forums. Their recommendations should be fully reflected in the policy and practice dialogue.

4. ***Support teacher pipeline programs built on university-school district collaboration.*** Funding should be made available to expand the most promising teacher pipeline programs and replicate them at other sites. Such funding would strengthen the burgeoning movement

of university-school district collaboratives and develop the organizational capacities of participating universities and school districts to institutionalize innovative and effective teacher pipeline programs.

These new model teacher education programs distinguish themselves from old model programs because they are built on informed and targeted university-school district collaboration. Such preparation programs are centered on clinical training of teacher candidates. Early on, teacher aspirants co-plan, co-teach, observe, and have numerous opportunities to practice and reflect while working with an expert teacher.

5. ***Colleges/universities should use the value-added philosophy to guide recruitment initiatives and curricular changes in teacher preparation programs.*** The best way to be certain that teachers understand the whole life of every child is to prepare young teachers in programs that are student- and family-centered. In order to attract and retain nontraditional students, colleges and universities should amend admission policies and evolve new webs of support services that specially target nontraditional students' needs.

6. ***Target nontraditional talent pools, particularly teachers' assistants and paraprofessionals, for acceptance into teacher education programs.*** Funding from philanthropies, federal and state governments, and local school districts should support the recruitment of talented school personnel who evidence an interest in and commitment to teaching.
7. ***Create more federal scholarships, fellowships, and loan forgiveness programs to encourage minority students to pursue teaching and/or graduate study in education.*** Many minority college students are the first members of their families to attend college. Financial assistance and other support services are inadequate. The U.S. Department of Education should continue to use the Higher Education Act and the State Teacher Quality Enhancement Grants to expand scholarships, fellowships and loan forgiveness programs.

   Additionally, most colleges of education do not have a diverse faculty. Increasing the number of minorities who attain doctoral degrees in education can widen the pool from which professors can be chosen.

Colleges of education could use federal or state-funded fellowship programs to attract minority doctoral students and cultivate their interest in the professorate.

8. ***Invest in future teacher programs at the middle-school level rather than waiting for high school, and target middle schools with high minority student populations.*** The data about the impact of precollegiate programming aimed at sparking high school students' interest in the teaching profession is promising. It suggests that middle-school students might benefit from early exposure as well. Funding should support teacher career exploration modules, formation of future teachers clubs, and future teacher magnet programs at the middle-grades level.

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what is the connection between the **minority teacher pipeline** and **diversity** in the school leadership pipeline?

conclusions

The minority teacher shortage is not a new problem. In the South, it has its roots in the desegregation of public schools. Desegregation, while an important and necessary civil rights achievement, ushered in the displacement of thousands of African American teachers and principals. These education professionals had exemplary credentials that often exceeded those of their White peers. They were often respected leaders in their communities also. Nonetheless, during the desegregation years many African Americans were summarily dismissed from their posts and replaced by White teachers and principals (Irvine, 1988). More than half a century later, the nation's schools are still experiencing the fallout.

To the nation's credit, in recent years philanthropic and government funding has helped legitimize the notion that a diverse teaching force is an appropriate and important goal. However, this commitment to diversity—the need for it and its attendant benefits to school communities—has still not been fully incorporated into the national dialogue about school leadership.

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Few efforts of scale have been mounted to build on existing minority teacher pipeline programs and press for greater diversity in the ranks of the nation's school leaders—particularly principalships. Only about 16 percent of the nation's principals are educators of color. Approximately 11 percent are African American, 4 percent are Hispanic/Latino, and less than 1 percent are Asian Americans. These statistics are especially disturbing when the credentials of those who ascend to school leadership are examined. African American principals and teachers are more likely to possess master's degrees and/or doctorates. They also come to the principalship (and superintendency) with more years of teaching experience than their White peers (Fenwick, 2000). Why, then, their tremendous underrepresentation?

While women—who now comprise about 35 percent of the nation's principals—have made significant gains, these gains have only occurred in the last 14 years. In the 1987-1988 academic year, women comprised only 2 percent of the nation's school principals!

These figures are especially disturbing because women make up 73 percent of the teaching force from which principals ascend. Why, then, their tremendous underrepresentation?

The short answer is simply that notions about "who should lead" still tend to support White males' access to policy and leadership posts, even in education, a notoriously "female friendly" career. Despite some changes, school leadership remains nearly as monolithic as it was fifty years ago. More than 80 percent of public school superintendents, school board presidents, and central office directors are White males, as are nearly 60 percent of principals. Yet White males make up less than 25 percent of the nation's teaching force and tend to be less qualified than their White female and minority peers (Fenwick, 2000). The ranks of school leadership are graying, and many of those in the pipeline have not been cultivated and tapped. Too often, female and minority educators have been passed over for leadership posts.

What are the lessons in this real-world scenario for those of us in the worlds of philanthropy and education policy and practice? The nation needs qualified, capable, and dedicated school leaders. As we begin to examine the school leadership shortage, more critical dialogue and action must occur about eliminating the barriers to leadership ascension.

Many of the Pathways students have gone on to complete master's degrees and become assistant principals and principals.
>> Professor

In fact, we do not need to look outside the field of education to fill school leadership positions, particularly principalships. Nearly half (43 percent) of the nation's teachers hold a master's degree, often in educational administration. Further, the data show that there are many dedicated minority and female educators who are qualified, capable, and interested in these posts. Their aspirations and ascension to school leadership positions should be encouraged. Current discussion among professional organizations, university preparation programs, state departments, and local districts about a leadership shortage tends to overlook essential data about minority and female educators and the institutional barriers they face in ascending to school leadership posts.

National dialogue about the value of diversity—and acrimonious and unproductive debate about affirmative action—will continue. The field of education, however, is uniquely poised to challenge erroneous assumptions about diversity and quality. Minority teacher pipeline programs stand as a stunning testament to the power of removing obstacles that place limits on human potential, and to the explosion of productivity that results from investment in developing people's capacities (Haselkorn, 1997).

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